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ABSTRACT

To prepare for an increased interest in Black Studies, Afro-American Culture, and materials about the disadvantaged, the Institute on the Selection, Organization and Use of Materials By and About the Negro conducted a concentrated six-week program for 26 academic librarians. The main objective was to prepare the participants to select, organize and disseminate materials on the Negro and to coordinate the services of the library with the requirements of new curricular and research programs at the area. A highly qualified staff of lecturers dealt with four specific topics: 1) selection and utilization of Negro resource materials; 2) organization and preservation of special collection materials; 3) bibliography of the Negro; and 4) administration of Negro collections. Field trips, readings, and interdisciplinary seminars were provided. The evaluations of the participants and staff showed that the institute accomplished its purpose. However, two major weaknesses were found; the programs were too full, allowing insufficient time for reading and individual projects; the interdisciplinary approach made some participants less interested in the lecture topics. (Appended are lists of participants, a proposal for a publication of the Association of African-American Bibliography, and handbook for the Organization of Black Materials. (Author)

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# NARRATIVE EVALUATION REPORT ON THE INSTITUTE ON THE SELECTION, ORGANIZATION, AND USE OF MATERIALS BY AND ABOUT THE NEGRO

AT

FISK UNIVERSITY

NASHVILLE, TENNESSEE 37203

June 15, 1970 to July 24, 1970

Submitted by

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NATIONAL INSTITUTE OF EDUCATION
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## II. Introduction

Realizing the importance of the library in the education of the American public, legislators, librarians, administrators and other interested groups have made concerted efforts toward upgrading library operations, services and personnel. In the aftermath of certain civil rights struggles, and in the midst of newer problems of a particular ethnic group--the Negro, numerous programs in Afro-American Culture, Black Studies, and areas concerning the disadvantaged have emerged in colleges and universities throughout the nation.

Such programs have been strengthened insofar as curricular and instructional personnel are concerned through the efforts of the National Foundation on the Arts and the Humanities, the Ford Foundation, the Danforth Foundation, and other agencies which supported workshops and instructional programs geared to meet these needs. These programs have created an urgent need for curricular and research materials in library collections servicing areas which had been neglected in most libraries.

In their attempt to provide these materials, writers and publishers have been actively engaged in producing vast amounts of materials while libraries have rigorously attempted to collect both current and retrospective materials to strengthen their resources. In many instances, special collections have been established to provide resource materials for the new curricula, while in other instances such collections that were already in existence have been vastly improved.

Administrators, librarians, and directors of programs in Black Studies, Afro-American Culture, and in areas concerned with the disadvantaged are clamoring for stronger library collections, new and comprehensive bibliographies,

and personnel who would organize such materials and interpret their content to the users.

As result of the three problems cited, namely, the increased emphasis on libraries, the emergence of programs in Black Studies, Afro-American Culture, and those concerned with the disadvantaged, and the trend toward the collection of special materials on the Negro, library administrators are left in a dilemma. It is imperative that some effort be made toward preparing library personnel to select, organize and disseminate materials by and about the Negro and to coordinate the services of the library with the requirements of the new curricular and research programs in that area.

With this philosophy in mind, the Institute on the Selection, Organization and Use of Materials By and About the Negro was designed to prepare college and university librarians to acquire, process, and interpret various types of resource materials on the Negro. The Institute was held at Fisk University during the period June 15 - July 24, 1970, under a grant provided by Title II-B of the Higher Education Act.

The staff of the Fisk University Library felt that Fisk was a proper place for an institute of this type to be held. The new library facility maintains a rich and valuable Negro Collection which includes manuscripts, archives, books and materials in various forms which are vital to the needs of such an institute. The Afro-American Research Center, the Afro-Caribbean Studies Program, the Center for the Study of Black Music, the Black Studies Program, and the Pre-College Program which were in operation at Fisk during the period of the Institute presented a variety of educational and cultural opportunities to the participants in the Library Institute.

Participants selected included two school librarians, one special librarian, one public librarian, and one coordinator of Black Studies. While

this reflects a departure from the criteria of eligibility which were set forth in the original Institute proposal, the staff of the Institute felt that the participants could benefit from the experiences of librarians who work outside of an academic situation. Further, it was noted that academic librarians working in black collections are required to serve all types of libraries and must therefore have a clear insight into the needs of all their clientele. The twenty-five participants who were selected represented sixteen states and the District of Columbia.

The Institute stressed service to the disadvantaged. Particular emphasis was placed on the effectiveness of and necessity for cooperative acquisition programs, development of acquisition policies, preparation of annotated bibliographies in various subject areas and on the identification of special Negro collections in various libraries in the United States. Considerable attention was given to organizing and preserving manuscript and archival materials on the Negro. In addition, the Institute attempted to increase the accessibility of resource materials for the writing and study of Afro-American culture, and to integrate such materials into the mainstream of American life and culture.

## III. Evaluation

The idea of this Institute was conceived well in advance of the time that the original proposal was submitted to the U. S. Office of Education. As this was done, and as the ideas were transmitted into preliminary stages of preparing a proposal, the Institute Director visited Washington and consulted with various members of the USOE staff for comments, criticisms, guidance and directions in preparing the formal proposal. The conference was extremely beneficial in that it provided an opportunity to meet the USOE staff as well as to gain a clearer perspective of the types of programs that

USOE was interested in supporting. While, at the outset, the Institute was designed to meet certain needs of the disadvantaged, this was not clearly stated in the original draft. Members of the USOE staff in particular pointed out the necessity for having this idea more clearly expressed.

After the formal proposal was submitted, the USOE staff continued to provide helpful suggestions and criticisms as it guided the Institute Director toward implementing the program. Various letters and telephone calls to and from the USOE, particularly where Mr. Frank Stevens was concerned, aided in clarifying matters further, correcting errors in budgeting, and in solving other problems in the design of the Institute that were clearly overlooked in writing the proposal.

In particular, the USOE staff relieved some of the apprehensions of neophyte institute directors through the directors' meeting which was held in Washington in May. The meeting enabled the directors to meet each other, to meet the USOE staff, to become more clearly acquainted with the programs and directions of USOE, to review problems in planning and implementing the institutes, to exchange ideas on institute planning with directors of other institutes, to review fiscal matters and procedures, to review reports and publications from institutes held in previous years, and to bring to the USOE staff criticisms and suggestions that might be beneficial in planning future federal programs.

As the Fisk Institute began, the pleasant and cooperative relationship with USOE continued. Quite early in the Institute, Dr. Katharine M. Stokes, and her assistant, both of the USOE staff, visited Fisk on June 22 and 23 for the purpose of monitoring the Institute. They spoke both formally and informally with the participants and were inspiring in their messages. The Institute participants were particularly interested in learning about the new direction that the Office has taken. That they were invited to

submit proposals to USOE for funding was quite inspiring to them. In addition, the participants recognized an interest in this Institute on the part of USOE through the visit by some of their own staff members.

Relations with the Fisk administration were much less pleasant, leaving much to be desired. Frustrations from such simple matters as having to wait unnecessarily to obtain the signatures required before the proposal was submitted, bottlenecks in hiring procedures for clerical staff, unnecessary delay in responding to requests for housing for participants and other details relating to the participants, confused policies concerning employment of Fisk library personnel in federal programs, and problems in dealing with other trifling matters would lead one to wonder if the university is capable of serving as hosts to institutes. But Fisk is not unique in its "red tape" practices, for it is clear that many institutions tend to thrive--or die--by such means.

On the contrary, relations with the staff in Food Services at Fisk was particularly pleasant. There was no "red tape," there were no bottlenecks, and the staff was prompt, courteous, and extremely cooperative in serving the Institute participants, the Institute staff, and invited guests. The same helpful and cooperative attitude was exhibited by the staff in Buildings and Grounds. Details of setting up conference rooms, housekeeping, and handling other matters were executed promptly and in a cooperative manner.

Pre-institute preparations presented few problems in terms of publicity, selection criteria, and methods of selection of participants. Shortly after the Institute was funded, announcements of the various institutes were made through USOE and subsequently appeared in some of the professional library journals. This stimulated persons to write to Fisk inquiring about the Institute well in advance of an announcement from Fisk. Obviously, many of

the persons who inquired failed to meet the criteria for eligibility that were subsequently spelled out in the Institute brochure. However, all letters and telephone calls were recorded, and names of persons inquiring were added to the Institute mailing list. Of particular note is the fact that many of the students and certain faculty members at Fisk were interested in attending the Institute. Only one of these persons, a member of the library staff, was eligible for consideration. Those students and faculty members who remained on campus during the summer term were invited to visit some of the Institute sessions, particularly when a special topic of interest was discussed, or when an outside speaker was invited.

It is highly possible that the Institute staff was too detailed in its plans for the Institute. Requirements of publicity, preparing materials for the participants, and making other plans for the Institute were frequently too demanding on the Secretary to the Institute. It was often necessary to seek outside secretarial and clerical assistance in handling the extremely heavy work. Where publicity of the Institute was concerned, it is possible that the Institute was too highly publicized. Brochures describing the Institute went to 1,930 librarians. These included 1,428 academic libraries, 72 special and public libraries, 320 school library supervisors, and 110 individuals who made personal inquiries about the Institute. Preparation of the mailing list alone was time-consuming, as was the detail of stuffing and sealing envelopes.

While it might have been possible to design a brochure which could have been folded to make its own cover, the Institute staff preferred to design one which would be attractive and which would carry out a color scheme and a motif appropriate to this particular Institute. In order to avoid the possibility of an additional mailing, an application for admission was included in the initial mailing. The Institute staff is of the opinion that the Institute received adequate publicity through professional journals,

announcements distributed by the USOE, distribution of Institute brochures, and partially through local newspapers. It is regrettable that the local newspapers found it necessary to shorten the news release that was sent to them for publication, and omitted names, especially since several notable persons were serving as consultants and lecturers.

Criteria for selection were intentionally rigid, since the Institute was geared toward meeting the needs of librarians serving in a particular subject area--that of black literature. Requirements for eligibility were that the applicant (a) possess a master's degree in library science; or, possess a bachelor's degree in library science and a master's degree in a subject area; (b) be recommended by an appropriate administrative officer as one who could profit from the experiences in the Institute and who could apply his new experiences to the library; and (c) be under contract as a librarian or archivist in a college or university. These criteria, however, did not seem to discourage some librarians serving in elementary and secondary schools, public and special librarians from applying. Applications and inquiries from such persons were at a minimum. It is regrettable that several persons who met basic eligibility requirements could not receive leaves of absence from their positions to attend the Institute.

After basic eligibility requirements were met, preference was given to applicants on the following bases: (a) some attempt was made to select applicants from a wide geographic area to insure representation from all parts of the country; (b) special attention was given to those applicants who represented institutions that are actively involved in strengthening Black Studies Programs, Afro-American Studies Programs, or programs for the disadvantaged and who are at the same time building extensive library collections for their support; (c) libraries that have special Negro collections of considerable size or gave evidence of embarking immediately on building such

collections; (d) librarians from institutions which have fairly large multi-cultural populations; and (e) librarians employed in institutions serving the disadvantaged, or located in areas where there is a high percentage of disadvantaged persons.

As the Institute staff, headed by the Director, reviewed applications, it was found that persons applying for admission naturally fell into one or several of these special categories defined above. The staff relaxed requirements in a few instances to include one librarian from the Schomburg Collection in New York City, one librarian from an inner city public school in South Bend, Indiana, one elementary school librarian serving a traditionally white population in Yonkers, New York, and one special librarian who had considerable experience working with race relations materials. Among the twenty-five participants who were selected, it was found that there was a diversity of backgrounds, experiences, and interests, and each participant benefitted from the interchange of ideas. Of particular interest was the fact that librarians from institutions with limited financial support concentrated on means of getting the most milage from their small budgets, inadequate travel funds, and cramped library quarters. In addition, these participants were particularly pleased to become exposed to the various outstanding speakers who visited the Institute, most of whom they had never met.

Participants felt that they were especially well oriented before they reached Nashville as well as immediately upon their arrival. Each person was sent a "Guide for Participants" in advance of their arrival in Nashville. The guide included such information as airlines serving Nashville, instructions for reaching the campus, arrangements for housing and meals, list of churches, a note on recreation, a list of participants, a list of the Institute staff, guest speakers and consultants, an outline of the requirements of the Institute,

a program schedule, and similar information. While the guide should have been distributed earlier than a week before their arrival, the participants stated that the guide tended to relieve their anxieties about the Institute. It is regrettable also that some of the guides were delayed in delivery, although they were sent via air mail special delivery.

On reaching the campus, the participants were given a revised guide which included minor changes that became necessary. Weekly calendars were distributed each Monday and included topics to be discussed, guest lecturers and consultants and their topics, arrangements for field trips, films to be shown, and similar information. Copies of the guide and the weekly calendars are appended to this report. The Institute staff agrees with the participants, that orientation for participants as well as for the guest lecturers and consultants was handled in a satisfactory manner.

The Institute was held in the new, attractive and functional Fisk University Library building. The structure provides a pleasant and comfortable atmosphere which is highly conducive to work and study. Air-conditioning which is provided in the building relieved the participants of the hot and humid conditions which Nashville provides in summer months. Lectures were held in the Library Science Laboratory where a demonstration collection was provided for the exclusive use of the participants and staff. Participants also had freedom to use any materials in the library, especially those in the Negro Collection. They were allowed to work with manuscript and archival materials according to their interests. While there were complaints that they were restricted from browsing in the closed stack area of the Negro Collection, the staff felt that the participants must comply with the rules and regulations of the Fisk Library which does not permit browsing in that area. Moreover, the participants were never refused any materials that they wished to use.

Facilities of housing the participants were considered adequate. The participants were placed in air-conditioned dormitories on campus and were assigned double rooms. There were no major complaints concerning housing arrangements.

Field trips were planned during four of the six weeks of the Institute. This seemed adequate in number, considering the fact that one trip was eliminated due to the Fourth of July holiday which came during the period of the Institute. The participants felt that the field trips were directly related to the purposes of the Institute. They were particularly impressed by their visit to the State Library and Archives, and the Special Collections room of Joint University Libraries where they viewed rare and interesting documents some of which related to the Negro in Tennessee.

Opportunities for laboratory experiences were provided daily. Many of the participants took advantage of these experiences, while others were less interested and engaged themselves in these activities only to a limited extent. A major criticism from some of the Institute staff and the participants was that too few opportunities were provided for actual work in processing archival materials and in cataloging other types of Negro collection materials. Other participants were more interested in reading many titles on the Negro. It must be strongly emphasized, however, that this Institute was extremely broad in scope, although its title may suggest the contrary. From the experiences of the Director and the staff of the Negro Collection of Fisk University Library, there is a variety of subjects and areas to be dealt with as one studies the selection, organization and use of Negro collection materials. There is a variety of problems involved in the administration of Negro collections. Even in a six-week period, which was the period covered in this Institute, there were far too many areas to be explored for one to

devote lengthy periods of time to one or another under the structure of this particular Institute.

Prior to coming to the Institute, the participants were asked to bring with them a particular problem which they wished to explore and develop during the period of the Institute. If this had indeed been done, and if the participants in fact wished to develop a project in processing materials, there would have been provided ample time and adequate guidance in the completion of such projects.

The Institute Director and the staff were liberal with the time that they gave each participant who desired conferences during the period of the Institute. There were no complaints from the participants concerning opportunities for communication with the staff or the Director either formally or informally. Where formal communication was concerned, each staff member was in his office and available for conference most of the time when classes were out of session. Informal communication was possible also at that time and during the several social gatherings that were held for the participants. The social activities were held away from the campus where the participants could relax and free themselves from the requirements of the Institute.

Perhaps the most effective medium through which participants could communicate their criticisms and suggestions to the staff was through a method devised to involve each of the Institute participants. The twenty-five participants were asked to evaluate the full organization and operation of the Institute. They were divided into five groups consisting of five persons each. The chairman of each group represented a library in which some of the major research resources on the black man could be found.

Each group was responsible for evaluating the sessions for a particular week; for example, Group I evaluated the sessions for the first week.

The chairman of each group served as recorded for the group. Written, evaluative reports were submitted to the Director on the Monday morning following the week of the group's evaluation. Group V was responsible for evaluating the sessions of the last two weeks of the Institute.

The final Evaluation Committee was comprised solely of the chairman of each of the weekly groups. This committee appointed its own chairman. Suggestions, criticisms, and comments given in the reports of the five evaluation committees, including any remarks that the participants wished to add, were considered. The committee was specifically requested to determine to what extent the Institute met the objectives for which it was designed, and to give recommendations for future institutes or other types of programs that would benefit librarians in black collections. The report from this committee was given orally on the morning of the last day of the Institute, and was presented to the Director in written form. A list of the various evaluation groups appears in the Appendix of this report. Participants were asked to submit to the Director "afterthoughts" on the Institute two weeks after the program ended. This represented an additional means of evaluating the Institute.

This method of communication proved extremely effective in that it gave each participant an opportunity for expression. Problems that appeared early in the Institute were corrected. As far as possible, every effort was made to re-structure the Institute to meet the needs of the participants. The militant faction of the participants was given an opportunity for expression and for making recommendations for improving the structure of this Institute, as well as of future institutes.

Teaching staff of the Institute included two full-time persons and five part-time persons. While in the original proposal an additional full-time person was budgeted, as opposed to four of the part-time staff members,

this presented no real problem. Part-time personnel were employed to teach separate units in the course "Organization and Preservation of Negro Collection Materials." This method of instruction permitted the use of a specialist in the different areas of discussion which proved far more advantageous to the participants. Doubtless, some full-time staff members were desirable, yet the mixture of full-time and part-time personnel proved rewarding. It might have been advantageous to have the Associate Director appointed on a full-time basis.

Two laboratory assistants and one secretary were employed on a full-time basis. Their time was spent in working with the Institute staff as well as with the participants. At times, the requirements of the Institue were too great for these members of the supportive staff to meet their needs. This was especially true where the secretary was concerned, for much of her time was spent in typing and duplicating reports, attending to fiscal matters, and handling numerous details.

Two members of the teaching faculty, the Director and the Associate Director, were also regular faculty at Fisk University, while all other members of the teaching faculty were visitors. The advantage of using the Fisk faculty was that such persons spent considerably more time in conferences with the participants than was possible with the visiting faculty who were part-time. In addition, those members of the teaching faculty who were from Fisk or from the local community were available for staff meetings and offered many suggestions for the smooth operation of the Institute.

But too much inbreeding is undesirable. Visiting faculty members brought opportunities for the participants to be exposed to ideas from other parts of the nation. Those participants who complained of an overexposure to "how we do things at Fisk" were afforded the opportunity of hearing "how

things are done at Tuskegee," and at other places. Use of part-time faculty also eliminated some of the possibility of boredom that develops frequently when one must listen to the same lecturer daily.

While it might have been desirable to have as one of the full-time lecturers someone who was not from the Fisk faculty, the salary rate allowed was insufficient to attract the caliber of faculty required. Considering the high cost of living in Nashville, especially for a visitor who would have had to seek living accommodations, a more enticing salary level would have been necessary. In addition, many persons who were invited to serve in the Institute found it impossible to leave their present positions to accept a full-time teaching position in the Institute. It appears, then, that until some flexibility can be allowed in the salary budget, local persons might have to be relied on for full-time teaching in future institutes.

Eighteen guest lecturers and consultants appeared before the Institute. Of this number, seven were invited on the Institute budget while eleven donated their services. Speakers and their topics included Mrs. Rose H. Agree, "The Black Experience in Children's Books"; Dr. Arna Bontemps, "Hold Fast to Dreams"; David C. Driskell, "Processing of Museum Pieces"; Dr. Harold T. Pinkett, "Archival Resources for Negro Studies"; Willie Harriford, "The Martin Luther King, Jr. Library and Documentation Project"; Hans E. Panofsky, "Bibliographical Resources for African Studies"; Dr. P. Chike Onwauchi, "Quo Vadis: The Black Experience"; Dr. John Lovell, "The Role of the Special Negro Collection for the Researcher"; Judge A. A. Birch, "The Black Politician"; Mrs. C. C. Banning, "Creativity of the Negro in Visual Arts"; George Baer, "Fine Binding"; Patrick Gilpin, "The Librarian, and the History of Black People"; James Pike, "Document Restoration, Preservation and Photoduplication of Materials"; Dr. Stanley Smith, "Fisk as a Black Institution"; and Dr. Sekou

Toure, Ron Walters, Dr. Onwuachi, Dr. George LeMelle and John Henrik Clarke participated in a panel discussion on "The Race Problem."

The lecturers and consultants were adequate in number. They were effective in their contributions to the Institute in that their topics were timely and related to the purpose of the Institute. While some of the guest lecturers and consultants presented topics that were more relevant to the participants' needs than others, the participants expressed a sense of appreciation for the contributions of all. The more popular speakers were Mr. Harriford, Dr. Lovell, Dr. Bontemps, and Judge Birch. For the most part, the participants considered the visit by Dr. Bontemps as the highlight of the Institute. The lecturers and consultants were also effective in that they broke the routine of the weekly class sessions and reading assignments. When a lecturer or consultant was able to spend a full day in the Institute, meeting formally and informally with the participants, their contributions proved even more effective. Perhaps the one disappointing feature was the cancellation of a visit by Mrs. Dorothy Porter of Howard University, whose appearance was anticipated with great expectation and excitement.

Unique among the features of the Institute was the interdisciplinary approach to the study of subjects relating to the Negro. Joint sessions were held with the Institute in Black Music and the Institute in Sociology, where noted scholars appeared before the participants and discussed topics of some mutual interests. A series of films on Africa and African musical instruments was held throughout the six-week period of the Institute. Another highlight of the joint sessions was a program of African dance presented by the African Heritage Dancers of Washington, D. C.

The establishment of two types of demonstration collections to support the program of the Institute may be considered unique. One collection was geared to the needs of academic and research libraries, black studies, and

community problems, while the other consisted of a series of titles relating to the black experience in children's books. When Mrs. Rose Agree, who spoke to this topic, was invited to the Institute, school librarians, school library supervisors and persons who teach children's literature in the Nashville area were also invited to attend. To them, this experience was a highlight.

The Institute itself may be considered somewhat unique in that no program of this depth has been attempted before. While several institutes relating to such topics as archival management and black bibliography have been held, and a three-day institute on materials by and about the Negro has been conducted, neither has provided an in-depth concentration that is vital to the solution of problems in this area.

Few "new materials" were introduced. As stated previously, films were shown weekly and were received with much enthusiasm. During the orientation period a film titled "A Thing of Beauty" which related to Fisk University was presented, and was considered "touching" in the manner that it discussed the black man's struggle. Units in audio-visual material and in processing archives were discussed in the course "Organization and Preservation of Negro Collection Materials." Participants were eager to learn methods of selecting and storing audio-visual materials, and simple, inexpensive means of processing and preserving manuscript and archival materials. The rare and interesting photographs and documents which were exhibited during that time were especially appealing.

The enrollees reported that they had a number of significant experiences during the Institute, and that it had been impossible to determine which experience was most significant. Those experiences that seemed to be most significant were:

1. Introduction to a variety of black authors and black books.
2. Opportunity to become exposed to the rich and valuable collection of materials in the Negro Collection at Fisk.
3. Opportunity to work in some of the manuscript collections at Fisk.
4. Opportunity to meet so many outstanding scholars, such as John Henrik Clarke, Arna Bontemps and others, in one place.
5. Opportunity to receive the valuable and useful publications that were prepared at Fisk expressly for the participants. These publications included materials that would be useful on the job.
6. Opportunity to prepare special subject bibliographies that will be useful in building collections in their libraries.

The staff of the Institute feels that those members of the Institute who were serious in intent were also the ones who reaped the greatest rewards. They feel that, on the whole, the participants were exposed to a variety of materials, ideas, scholars, and experiences which should directly affect their learning experiences in the Institute. Further, the staff feels that the enrollees who were able to identify significant experiences were genuine in the evaluative reports that they gave which reflected the six comments listed above.

Members of the teaching staff felt that, in general, the participants reacted postively to the materials presented to them. It was observed that many of the participants read as many titles as they could, some rushing in order to use the little time allowed for reading after classes ended. Many concentrated on the preparation of bibliographies following guidelines given to them in class. It was felt that there was a greater interest in books and authors than in bibliography. As one faculty member stated, "This may have been because the majority wanted to hear about impulses in literature making

for creative efforts and studies, since they cannot in their work read as much as they should like. This may have been also because they as librarians are eager for bibliographies but do not have the inclination to build them nor the patience for close examination and phrasing."

As result of the Institute, the enrollees stated that when they returned to their schools they would undertake a variety of projects that would be beneficial to their libraries. Most of the enrollees planned to begin immediately to prepare proposals for submission to foundations or other interested agencies seeking financial support of projects in their special Negro collections. On the whole, they seemed unaware of the variety of sources which might be approached for support.

Those persons who were for the first time exposed to black books and authors planned to begin immediately to build or strengthen their library collections in this area. In particular, those persons representing Catholic institutions, the two school librarians, and one librarian from a small college in the West related their plans for embarking immediately upon this project when they returned to their schools.

A number of enrollees expressed an intent to begin immediately to collect manuscript and archival collections either relating to their own institution or to the black experience generally. Further, they intended to develop collection practices, especially where local archives were concerned.

Several arrangements for follow-up evaluations and future contact with the participants have been made. As stated previously, the participants were asked to submit a statement of "afterthoughts" on the Institute two weeks after the program ended. Many have responded, while others failed to reply. Letters have subsequently been mailed encouraging those who failed to respond to do so immediately. Later in the fall after participants have had

an opportunity to put some of their learning experiences into practice, they will receive a follow-up letter requesting a report of activities planned for the year. In the spring of 1971, a second report will be requested in which participants will be asked to evaluate the year's work indicating what affect, if any, their Institute experiences had on their activities.

The participants plan to meet in October, 1970, during the annual meeting of the Association for the Study of Negro Life and History, in which some discussion will be given to further evaluation of the Institute, its effectiveness, and the results of these experiences on their work programs.

A newsletter relating the activities of the participants as well as giving other information of interest to administrators of Negro collections, Negro bibliography, and other areas related to the focus of the Institute will be circulated among the participants. Other persons whose interests fall in this area will also receive the publication. The details of the newsletter will be given later in this report.

Many sessions held during the Fisk Institute, particularly when guest lecturers and consultants appeared, were taped. The lectures given during the Institute will be published as soon as possible as the Proceedings of the Institute, and will be circulated to each of the participants and to each person who visited the Institute. Copies will be available also for other interested persons. It is significant to note that numerous persons not connected with the Institute expressed an interest in receiving a copy of the proceedings and copies of all publications prepared for the Institute.

The Institute was considered particularly outstanding in terms of organization, content, and staff, including special lecturers and consultants. The participants and the staff agreed that the Institute was timely, providing attention to an area which has been generally neglected. In particular, the

participants felt that considerable time was given to organizing the Institute so that minute details were developed. Further, they felt that topics explored in the Institute were geared to meet the needs of librarians serving in special Negro collections. The three publications, A Handbook for the Administration of Negro Collections, Books by Black Americans, and "Reflections on a Journey" added strength to the formal program of the Institute.

Capable, highly qualified persons were invited to serve on the Institute staff. These included the Head of Special Collections at Fisk, a Fisk Professor of English who also holds a degree in Library Science and is a reviewer of books by black Americans, and the Head of Technical Services in the Fisk Library, all of whom have had experiences relating to the theme of the Institute. The same holds true for the visiting staff, including the guest lecturers and consultants. Indeed, the Institute staff may be considered a major strength of the Institute.

Two major weaknesses were found in the program of the Institute. Participants and staff agreed that the daily and weekly programs were too full, allowing insufficient time for reading and for developing individual projects. Many felt that there was an attempt to cover too much material, even though it might have been relevant. Another major weakness was the interdisciplinary approach that was used in conducting the program. The participants felt that topics explored in the other disciplines were less interesting to them, and did not relate to their needs as closely as they had expected. The staff questions this on the theory that while these topics did not necessarily deal with library situations they did provide background material which librarians need. Both the staff and the participants agree, however, that these programs were less well planned than they might have been, and frequently announcements of their programs came too late to be held in joint session with the Library

Institute.

Major problems encountered in the Institute were caused by three, and sometimes four, militant participants who seemed to have little interest in the program and in gaining any meaningful experiences from the Institute. One participant considered the reactions of these persons as a major weakness of the Institute, indicating that they lacked seriousness and that they came with private "hang-ups" and refused to relent. The Institute staff expressed disappointment especially in one of these participants mainly because she came from a most reputable library situation yet failed to bring with her the "offerings" that might have been expected.

It appeared that the solution to this problem was to permit full opportunity for expression and criticism by all members of the Institute, but to make alterations in the program only insofar as the majority of the participants desired. Since generally, the militant faction could offer no clear-cut, feasible suggestions for improving the Institute or for the planning of future institutes, their comments and criticisms are reflected merely as a matter of record. It may be interesting to note that "afterthoughts" on the Institute have not been received from this militant faction.

Evaluation of other aspects of the Institute, including suggestions for change in future institutes, are noted as follows:

1. Objectives. At the end of the Institute those competencies which were expected were:
    a. Application of sound principles in the selection of various types of materials by and about the Negro.
    b. Ability to organize materials in various forms that are grouped under numerous subjects concerning the Negro.
    c. Skill in the preparation of special subject bibliographies.

d. Ability to identify major collections of research materials on the Negro.

e. Ability to identify major contributors to the literature of the Negro.

f. Skill in the preservation of manuscript and archival materials.

g. Ability to interpret materials by and about the Negro to library users and to the community.

h. Ability to integrate thoroughly these materials with the literature on other aspects of American life and culture.

The purposes and goals of the Institute were clearly defined and were reflected in the organization of subject matter and experiences offered in the Institute. The extent to which each was adequately met is questionable. In particular, it is doubtful that the participants mastered each of these objectives equally. They seemed particularly weak in mastering the last two objectives. The staff would make no adjustments in their objectives in planning future institutes, but would permit more practical experiences in which these two specific objectives could be dealt with more effectively.

2. Optimum number of grade levels included. While the Institute was designed for academic library personnel, some representation from public, school and special libraries was permitted. This proved highly satisfactory in helping to identify user needs where black materials are concerned. The interchange of ideas from librarians serving in different types of institutions was welcomed. Further institutes should take this into consideration in establishing criteria for eligibility.

3. Beginning dates. The Institute began on June 15, just after most schools and academic institutions had ended their year. In one instance,

however, the school year had not ended and the participant requested a leave from her work. It is clear that no specific date would be ideal for all persons involved, and that, if a prospective participant and his employee are serious about the contribution that the Institute could make, a date on or near June 15 would not be unreasonable. There would be no reason to alter this starting date substantially if future institutes were planned.

4. Optimum number of weeks. A period of six weeks, extending from June 15 through July 24 was allowed for the Institute. On the whole, the participants and the staff agree that this period was satisfactory, and was needed to cover the vast amount of material that was introduced in the program. Further, an in-depth approach to the problem was required. There should be no adjustment in number of weeks as future institutes are planned.

5. Participants.

   a. Optimum number of participants should be 25, as was allowed in the Fisk Institute. This was an ideal number, allowing for a variety of persons from different backgrounds to participate. On the whole, the group was alert, responsive, and eager to become acquainted with the experiences of the group.

   b. One participant from each institution is preferred over any other arrangement. At the Fisk Institute the participants were eager to become acquainted with problems in libraries in various parts of the nation, as opposed to the problems in one particular area.

6. Distribution of time (viz., in the classroom vs. free time).

The class schedule which is appended to this report reflects a full schedule Monday through Friday, with little time left for reading and exploring particular topics of interest to the individual participant. Some

adjustment should be made in the formal schedule so that more free time is provided during the day. Since the program extended over a six week period, it was perhaps unreasonable to expect the participants to spend each night reading and studying for the next day's assignment. The program should be restructured to relax the daily schedule.

7. Emphasis on substantive content vs. teaching skills.

In evaluating the content of the courses, the participants felt that the courses were well planned to contain a wealth of material that could be put to immediate use. Some felt that there was too much emphasis on black literature and less on black history and other areas. On the whole, however, they felt that there was a fair balance between substantive content and teaching skills. The few criticisms of teaching skills were overweighed by an appreciation for course content and willingness to assist the participants when help was required. In future institutes, greater care should be taken to insure the use of modern teaching devices and techniques, and to making learning situations more meaningful.

8. Ratio of staff to participants. The ratio of staff to Institute participants was fairly satisfactory. There is some question, however, as to whether or not the Associate Director should be appointed on a full-time basis, and whether or not additional secretarial assistance is needed.

9. Budget. As the budget was planned, per diem for guest lecturers and consultants was omitted. This is an error which must be corrected in future institutes.

It is unfortunate that the budget made no allowances for entertainment. Certainly it was expected that the participants needed to be entertained, yet not at their own expense or at the expense of the Institution or Institute staff. Since this would represent only a small portion of the Institute's

budget, there is no reason why this regulation could not be adjusted to make this accommodation when future institutes are held.

The budget should allow for secretarial assistance one full month after the Institute ends. Considerable correspondence, certain fiscal matters, and numerous other details of the Institute must be handled for several weeks after the Institute ends. If plans are made to publish the proceedings of the Institute, some additional funds are needed for transcribing tapes and preparing materials for publication. An additional amount would be needed as stipend for the Director who must devote considerable time in editing manuscripts and attending to other matters. A publication fee is also needed.

In the Fisk Institute, more funds were needed for establishing the demonstration collection where participants could browse and have freedom to use materials. Now that an initial collection has been developed, perhaps this would not be as crucial if a similar institute is held next year.

Full accounting of the Institute budget has not been completed as this report is being prepared. It appears, however, that the funds allocated were sufficient to meet the specific needs of the Institute as defined in the original proposal.

The potential impact of the Fisk Institute on the regular academic year program lies in the relationship of the Institute to the "Black University" concept which was recently introduced. The Institute served to stress the role of the library in the curricular programs of the institution. It served as an indication that the library, too, has an interest in Black Studies and in the "Black University" concept, and has filled an important need in helping to put into focus the requirements of the new educational program. The Institute was designed to prepare library personnel to select, organize and disseminate materials on the Negro and to coordinate the services of the library with the requirements of new curricular and research programs

in that area.

Those who have been involved in shaping the new curriculum are anxious to receive bibliographies from the Institute, copies of any publications emaninating from the Institute, and copies of the Institute proceedings. In particular, it has stimulated the creation of a new degree program which cannot be discussed at this time, but which has a definite involvement in the educational program of the library.

The participants were provided with a wealth of materials which reflected the staff's interest in sharing resources and information with their institutions. These materials included numerous catalogs and bibliographies collected from various publishers, copies of duplicate materials from the Fisk collection, copies of duplicate materials from the Tuskegee collection, course outlines, reading lists and syllabi. The guest lecturers and consultants brought numerous items which they shared with the participants. The participants look forward to receiving the Proceedings of the Institute as well as other publications that reached Fisk after the Institute ended.

Thirteen recommendations were given by the Institute staff and participants. These may be cited as follows:

1. That an interlibrary loan system be evolved among participants whereby one can be assured of a favorable reply when requesting black materials.
2. That each participant impress upon administrators the importance of making a conscious effort to organize and make available the holdings of special collections.
3. That a national union catalog of special Negro collections be developed and a center for Negro materials be established.
4. That a concrete set of guidelines on developing, acquiring and administering Negro collections become one of the goals of the

Institute and that the written Guidelines be published in American Libraries.

5. That more high school librarians be included in future institutes of this nature.

   For these institutes experts in Black Studies should be sought.

6. That duplicate materials weeded from black libraries be listed and circulated to various institutions so that these materials might be routed to institutions having limited budgets or collection gaps to fill.

7. That pressure be exerted on reprint publishers (a) to make them lower the exorbitant cost of some materials and (b) to encourage them to make acceptable remuneration to those institutions whose resources they reprint.

8. That more attention and grant support be solicited for the readers' services aspects of special collections.

   Chief interest has been in increasing resources. Interest in staff development must be continued and expanded so that these resources might be more fully exploited. Definite growth patterns in special collections, the growing importance of special collections in the educational programs of schools and colleges, and the new technology make it more or less imperative to encourage continuing education through post-graduate work or institutes that would lead to better service and interpretation of the resources. The operational and budgetary problems (organization, exhibitions, publications, security reference services, etc.) demand a certain administrative skill if special collections librarians or curators are to serve effectively students and researchers.

9. That a newsletter evolve from the Institute.
10. That participants in this Institute compile and circulate subject bibliographies of special strengths in their libraries. In addition, special subject bibliographies of other noted depositories of black materials should be prepared and circulated.
11. That a study be made of the recommendations of the Atlanta Conference on Materials By and About American Negroes, held in 1965, and that implementation be made of those recommendations not yet accomplished.
12. That a follow-up of this Institute be made to gather all relevant black materials from formerly all-black public schools that are now being phased out to preserve and make known what has been collected. Articles written in these school papers could be rare and important writings of future black leaders. Pictures, records, and memorabilia, such as trophies, should be preserved. There is an urgent need to preserve black records.
13. That librarians in charge of black collections become more aware of the importance of this job which is not just a position but a responsibility. By writing scholarly articles, making personal contacts, and through professional work, the magnitude of this mantle can be made known.

Toward the end of the Institute, and in keeping with a recommendation of the group, a proposal was submitted for (a) the establishment of the Association of African-American Bibliography, and (b) the publication of a newsletter. the proposal will circulate among librarians, media specialists, and others who are either directly involved or have a substantial interest in the organization, preservation, selection, and dissemination of materials and information about Black America. (A copy of the proposal is appended to this report.)

## IV. Conclusions

In reflecting on the program of the Institute, the involvement of the participants, and the recommendations given, there is no doubt that the Institute was a success. Whether or not it provided mutual benefits for the participants, it must be recorded as timely, useful, and vital to the promotion of scholarship among those who would study black culture and those who serve in libraries where collections of black materials are provided. It points up the seriousness of purpose that is necessary for the administration and servicing of black collections, and it emphasizes the fact that the librarian's efforts in these areas have really just begun. The need for repeating the Institute with or without modification is glaring. But the success of this initial program will become obvious in the proceedings and other publications of the Institute that will appear within a few months.

The Institute was held as an experimental situation to explore the vogue of materials by and about the Negro. Its kaleidoscopic approach to the selection, organization and use of materials relating to the Negro has provided a valuable framework for those engaged in such work. It has forged a group whose concern in this are is likely to have ever-widening influence.

The rationale for the Institute grew out of the identification of three glaring problem areas: the increased emphasis on libraries, the emergence of programs in Black Studies, Afro-American Culture, and those concerned with the disadvantaged, and the trend toward collecting special materials on the Negro. Librarians recognize the implications that these programs have for the development of strong, sound, basic collections and services to support these areas. The more enlightened members of the profession realize the necessity for preparing library personnel to select,

organize and disseminate materials by and about the Negro and to coordinate library programs with the requirements of the new curricular and research programs on the Negro.

During a concentrated six-week program, the Institute on the Selection, Organization and Use of Materials By and About the Negro was conducted at Fisk University to prepare academic librarians to acquire, process, and interpret various types of resource materials on the Negro. Librarians from selective school systems, one special library, and one public library were also invited to attend.

The Institute was conducted through a program of formal and informal lectures dealing with four specific topics: (1) Selection and Utilization of Negro Resource Materials; (2) Organization and Preservation of Special Collection Materials; (3) Bibliography of the Negro; and (4) Administration of Negro Collections. Experiences through practice, field trips, readings, and interdisciplinary seminars were provided. A series of films was shown throughout the entire period of the Institue to provide supplementary instruction as well as relaxation. The program was presented by a highly qualified staff of full-time and part-time persons, and a host of special guest lecturers and consultants.

The salient features of the Institute may be summarized as follows:

1. The Institute was conducted in a setting which enhanced the study of research materials. It was held in an attractive, functional structure and was supported by a rich, valuable and outstanding collection of curricular and research materials, both original and secondary, by and about the Negro. These resources were strengthened by the research materials on the Negro which are located in libraries in the vicinity, such as the State Library and Archives, and Joint University Libraries.

2. Participants were exposed to some of the leading figures who have had rich and varied experiences in the study of Negro life and culture. These included such persons as Dr. Arna Bontemps, Hans E. Panofsky, Dr. Annette H. Phinazee, Daniel T. Williams, Dr. Harold Pinkett, and Mrs. Rose H. Agree.

3. As result of the Institute, and through generosity of Mrs. Rose H. Agree, a collection of Black children's books was established at Fisk. The collection will be available to the Nashville community and will be supplemented continuously through the efforts of Mrs. Agree and the Fisk library.

4. Participants have been provided valuable experiences in methods of selecting, organizing and disseminating materials by and about the Negro. For the first time, some of them have become acquainted with the works of black authors, and have learned to be discriminate in the selection of works in Negro life and culture.

As result of the Institute, a basic subject heading list relating to the Negro will be issued. In addition, participants have gained meaningful experiences in the preparation of subject heading lists, processing ephemera, indexing and abstracting materials, and methods of acquiring and processing manuscript and archival materials.

5. Librarians in the Institute have become aware of the major black collections in the nation and have established rapport with other librarians and curators. This will likely facilitate exchanges, increased knowledge, and greater skill in directing scholars to proper research resources.

6. The publication of A Handbook for the Administration of Special Collections, Books by Black Americans, "Reflections on a Journey," and The Organization and Preservation of Negro Collection Materials and Proceedings of the Institute on the Selection, Organization and Use of Materials By and

About the Negro, which will be forthcoming, will aid librarians and scholars immeasurably in acquiring, processing and disseminating materials in this area.

7. The work of the Institute will be perpetuated through the Association of African-American Bibliography which was established at the Institute, and through the Newsletter which the Association will issue.

8. The interest of some of the librarians attending the Institute has been sharpened to the point that they are considering developing personal collections of noted local figures. They admit a reawakening of many idle faculties, and they gained information on many cultural anxieties not realized before. There was, in particular, an opportunity for cultural exchange between catholics and protestants, including those of the Jewish faith. There were exchanges between cultural differences that are regional, from large, inner city areas to small, rather remote areas.

The program of the Institute was clearly designed for the scholarly librarian who was serious in his intent to serve the curricular and research needs of academic institutions and the community where Negro collection materials are required. If repeated, the content of the program would not change substantially, or it would become an entirely different program than the Director envisioned. The experiences of the Director before and during the Institute emphasize the need for even more work in this area. The participants were thirsty for knowledge in the area covered by the Institute, as are the many persons who have communicated with the Director and the staff for copies of all materials circulated during the Institute, and announced for publication.

If repeated, the Institute would be conducted in a manner which would make greater use of teaching aids, participant involvement, and more current

teaching techniques. There would be some use of computer facilities. The program would not be shortened, although it would be refined. The daily and weekly schedule would be restructured to allow for less formal learning situations and an opportunity for participants to engage in research projects, to develop projects as they will, and to permit more time for reading. Since this Institute was an experiment in learning, it was naturally subjected to the trials and errors of experimental programs. A future Institute of this nature would profit from the errors of the previous one.

Persons selected to participate in the Institute were carefully screened. They primarily represented a group of librarians who were interested in dealing with problems of Negro collection materials. Their backgrounds were diverse, as were their interests. The militant faction presented a challenge to the other participants as well as to the teaching staff. Their criticisms, though not always constructive, were welcomed. No effort would be made to discourage such persons from attending future institutes, for, indeed, they reflect and represent a vocal portion of the communities that librarians necessarily serve.

In conducting a similar institute in the future, every effort would be made to secure a full-time member of the teaching staff who was not a part of the Nashville community, particularly the Fisk community. There is a great need for bringing to the Institute a person who has not been exposed to or influenced by the Fisk community.

There is no doubt that the Institute accomplished its purpose. The evaluations of the participants and the staff indicate that the Institute accomplished its purpose through those means outlined in the program of the Institute. The formal and informal lectures, the presentations by guest lecturers and consultants, the opportunity for readings, and, to a limited

extent, for research, the practica, the field trips, and the opportunity for informal associations with the group, the staff, and the visiting lecturers and consultants were some of the means through which these purposes were met. But without the genuine interest of the participants, without the concentrated and concerted effort that they put forth, and without the desire to learn what they came to learn, the Institute would never have been successful.

There was a mutual determination to make the Institute accomplish its purposes. Both staff and participants were aware of this interest, and both felt a sense of dedication to libraries and to the support that they must offer programs in Black Studies, Afro-American studies, the disadvantaged, and related areas. That the work of the Institute will be perpetuated through the Association of African-American Bibliography and its Newsletter would seem to indicate that the Institute stimulated the interest in this area that it sought to arouse--to encourage many other persons of serious intent to promote the strengthening of Negro collection materials, to promote scholarship in this area, and to encourage greater publication and research.

INSTITUTE ON THE SELECTION, ORGANIZATION AND
USE OF MATERIALS BY AND ABOUT THE NEGRO
Fisk University
Nashville, Tennessee
June 15 - July 24, 1970

List of Participants

| Name and Home Address | Title and Employment Address | Number of Dependents |
|---|---|---|
| Sister Muriel Adams<br>1678 Asylum Avenue<br>West Hartford, Conn. 06117 | Head Librarian<br>St. Joseph College<br>1678 Asylum Avenue<br>West Hartford, Connecticut 06117 | 0 |
| Dock Alexander Boyd<br>1209 West Tremont<br>Urbana, Illinois 61801 | Afro-American Bibliographer<br>University of Illinois<br>220A Library<br>Urbana, Illinois 61801 | 0 |
| Miss Virgia L. Brocks<br>3719 James Madison Road<br>Jackson, Mississippi 39213 | Acting Librarian<br>Tougaloo College<br>Box 17<br>Tougaloo, Mississippi 39174 | 0 |
| Mrs. Helen Burns<br>51006 Lilly Road<br>South Bend, Indiana 46637 | Librarian<br>LaSalle High School<br>2701 West Elwood Avenue<br>South Bend, Indiana 46628 | 2 |
| Miss Elizabeth Ann Butler<br>1806 Grey Avenue<br>Evanston, Illinois 60201 | Reference Librarian<br>Northwestern University<br>Evanston, Illinois 60201 | 0 |
| Mrs. Lucy B. Campbell<br>Box 6302<br>Hampton Institute<br>Hampton, Virginia 23368 | Periodicals Librarian-Coordinator,<br>Residence Hall Reading Rooms<br>Hampton Institute<br>Hampton, Virginia 23368 | 2 |
| Mrs. Dorothy H. Chapman<br>6913 Burgess Street<br>Houston, Texas 77021 | Curator of Special Collections<br>Texas Southern University<br>3201 Wheeler Avenue<br>Houston, Texas 77004 | 0 |
| Mrs. Sue P. Chandler<br>2906 Murray Circle<br>Nashville, Tennessee | Assistant Librarian,<br>Special Collections<br>Fisk University<br>Nashville, Tennessee 37203 | 0 |
| Mrs. Sophy H. Cornwell<br>Box 114<br>Lincoln University, Pa. 19352 | Special Collections Librarian<br>Vail Memorial Library<br>Lincoln University<br>Lincoln University, Pa. 19352 | 0 |

| Name and Home Address | Title and Employment Address | Number of Dependents |
|---|---|---|
| Miss Evelyn Idell Crowell<br>5036 N. E. 14th Place<br>Portland, Oregon 97211 | Associate Librarian/Cataloger<br>Northup Library<br>Linfield College<br>McMinnville, Oregon 97128 | 1 |
| Mr. George C. Grant<br>11167 Pritchard Drive<br>St. Louis, Missouri 63136 | Assistant Director for Public Services<br>Lovejoy Library<br>Southern Illinois University<br>Edwardsville, Indiana 65025 | 4 |
| Sister Virginia Kissack<br>Dominican College<br>Blauvelt, New York 10913 | Reference Librarian and Cataloger<br>Dominican College<br>Blauvelt, New York 10913 | 0 |
| Sister Mary Lauretta Lepkowski<br>Villa Maria College<br>240 Pine Ridge Road<br>Buffalo, New York 14225 | Lecturer<br>Villa Maria College<br>240 Pine Ridge Road<br>Buffalo, New York 14225 | 0 |
| Sister M. Dennis Lynch<br>Rosemont College<br>Rosemont, Pennsylvania 19010 | Librarian<br>Rosemont College<br>Rosemont, Pennsylvania 19010 | 0 |
| Mrs. Millie M. Parker<br>1126 Turpin Street<br>Augusta, Georgia 30901 | Reference Librarian<br>Paine College<br>Augusta, Georgia 30901 | 2 |
| Mrs. Jasa P. Pennington<br>35 Lamar Place<br>Yonkers, New York 10710 | School Librarian<br>Yonkers Board of Education<br>Burroughs Junior High School<br>Palmer Road<br>Yonkers, New York | 0 |
| Miss Patricia Quarterman<br>505 East 11th Street, Apt. 220<br>Austin, Texas 78701 | Assistant Librarian<br>Houston-Tillotson College<br>1820 East 8th Street<br>Austin, Texas 78701 | 0 |
| Miss Helen G. Quigless<br>1884 Columbia Road, N. W., Apt. 1018<br>Washington, D. C. 20009 | Media Specialist<br>Federal City College<br>Washington, D. C. 20002 | 0 |
| Mr. Walter F. Schatz<br>3213 Orleans Drive<br>Nashville, Tennessee 37213 | Project Director<br>Race Relations Information Center<br>1109 19th Avenue, South<br>Nashville, Tennessee 37212 | 3 |
| Miss Ruth Ann Stewart<br>54 West 16th Street<br>New York, New York 10011 | Assistant Curator<br>Schomburg Collection<br>New York Public Library<br>103 West 135 Street<br>New York, New York 10030 | 0 |

| Name and Home Address | Title and Employment Address | Number of Dependents |
|---|---|---|
| Sister M. Liguori Tackaberry<br>Fontbonne College<br>6800 Wydown Boulevard<br>St. Louis, Missouri 63105 | Librarian<br>Fontbonne College<br>6800 Wydown Boulevard<br>St. Louis, Missouri 63105 | 0 |
| Miss Edna Thompson<br>P. O. Box 48<br>Alabama A & M University<br>Normal, Alabama 35762 | Archivist<br>Alabama A & M University<br>Normal, Alabama 35762 | 1 |
| Mr. Hobson Thompson, Jr.<br>Box 27<br>Elizabeth City State University<br>Elizabeth City, N. C. 27909 | University Librarian<br>Elizabeth City State University<br>Elizabeth City, N. C. 27909 | 3 |
| Miss Judith A. Tierney<br>1230 Penn Avenue<br>Scranton, Pennsylvania 18509 | Special Collections Librarian<br>King's College<br>Wilkes Barre, Pennsylvania 18702 | 0<br>Withdrew 7/4/70 |
| Mrs. Helen Florine Williams<br>5 Cross Keys Road, Apt. 5<br>Baltimore, Maryland 21210 | Associate Director<br>Readers' Services<br>Morgan State College<br>Baltimore, Maryland 21212 | 0 |

PROPOSAL FOR A PUBLICATION
OF THE
ASSOCIATION OF AFRICAN-AMERICAN BIBLIOGRAPHY

On the recommendation of the participants of the Institute on the Selection, Organization, and Use of Materials By and About the Negro, sponsored by the Fisk University Library, June 15 - July 24, 1970, the following is offered as a proposal for a newsletter to be circulated among librarians, media specialists, and others directly involved or with a substantive interest in the organization, preservation, selection, and dissemination of materials and information about Black America.

It has also been recommended and adopted by the Institute participants that an organization be formed for which the newsletter will serve as its principal organ. The organization is tentatively designated the Association of African-American Bibliography. Its goals, function, membership, staffing and budget will be worked out by committees formed by, but not limited to, Institute participants.

Legal, technical, and other aspects of the Association will be the responsibility of the various committees for presentation during, but not as a part of, the annual meeting of the Association for the Study of Negro Life and History to be held in Philadelphia during October, 1970. This first annual meeting of the bibliography Association will present to those interested parties, a formal outline of the Association, including a definition of goals, function and membership.

The following list represents initial committee assignments:

Charter Committee: D. Alexander Boyd
Helen Quigless
Ruth Ann Stewart
George Grant

Walter Schatz
Elizabeth Butler
Edna Thompson

Planning Committee:
Ruth Ann Stewart
Sophy Cornwell
Florine Williams
Sister M. Dennis Lynch
Jasa Pennington

Publications Committee:
Rose H. Agree
Walter Schatz
Elizabeth Butler
D. Alexander Boyd
Virgia Brocks
Helen Quigless
Patricia Quarterman

The work of the various committees will be conducted concurrent with one another, and communication and coordination between committees the responsibility of each committee chairman. The charter and publications committees will prepare presentations for discussion at the Association meeting in October, 1970.

The pilot issue of the newsletter will follow the format of the newsletter of the Race Relations Information Center. That is, it will be in the form of a four-page book, 8 1/2 x 11 inches, with a one-page insert devoted to a special topic. The newsletter will be off-set printed. It is tentatively titled: Newsletter of the Association of African-American Bibliography.

As envisioned at this writing, the pilot newsletter will contain the following items:

1) A discussion by D. Alexander Boyd of the founding of the Association, its goals, functions and membership (perhaps as might be presented at the October meeting in Philadelphia). Membership rates and other budgetary considerations will be presented at a

later date.

2) An introduction to the newsletter by Walter Schatz, including its goals and responsibilities. Among the kinds of news items which will be outlined for consideration in future issues are:

Services - listing of services of various institutions and organizations which might be used by librarians and others to assist them in the processing, selection and servicing of materials and collections.

Meetings - included will be notices of future meetings, conferences, institutes, etc. . . . . essentially a calendar of events. Also within this unit can be status/progress reports of past meetings, such as a report on this Institute.

Activities - can contain such items as grants received, acquisitions, special projects, special holdings and collections, and personnel movement (new positions, changes, openings, etc.).

Bibliographies - containing such items as descriptive and evaluative listings of resource materials, publications and products, including, but not limited to, books, pamphlets, serials, microfilm, multi-media equipment, and products (acid-free folders, binders, etc.) having specific relevance to the readership. The bibliographies can run a gamut, from special subject bibliographies to reviews of individual publications. Several types of

bibliographic listings could appear in the same issue.

Reader response is considered vital to the life of any publication. Articles and news notes, as well as suggestions as to how the newsletter might better fit the needs of the individual reader, will be solicited.

3) An article on the ALA subject heading recommendations made by the Institute to the ALA will be written by Elizabeth Butler. Included will be the recommendations, the ALA response (if any), and feedback from conferees attending the ALA meeting.

4) Jessie Smith will write a critique of the Institute, giving an overview of its purpose, its participation, future needs for institutes of this type, and relevant recommendations made by the participants and by the sponsors.

5) The one-page insert will contain the bibliography prepared by the staff of the Vail Memorial Library, Lincoln University, and brought to the Institute by Sophy Cornwell. This is the Malcolm X bibliography.

6) Sue Chandler will extend for the newsletter her selected bibliography of reference books by and about the Negro to include a few more of the major publications in the field.

7) The remainder of the space available in the pilot issue will be devoted to news notes, meetings, and personnel movement. . . . as space permits. THE KEY TO GETTING THIS AND FOLLOWING NEWSLETTERS OFF THE GROUND IS FULL PARTICIPATION BY ALL MEMBERS OF THE ASSOCIATION. This means the publications committee needs to know what is happening in your library, your school, and your region. Each member has

the responsibility not only of keeping the editors of the newsletter informed relative to activities, services, and meetings in your own area, but also of informing his or her colleagues of the Association and newsletter's existence. Without each member's full participation all the discussion centering about the need for better communication will be reduced to mere rhetoric.

A working copy of the pilot issue will be circulated to all Institute participants for their inspection and comments. Please pay particular attention to the proposal for the Association, and to the function and scope of the newsletter. A time limit will be set for members' responses. All comments and suggestions will be considered by the publications committee and, where possible, incorporated into the pilot issue. The committee will set as its initial publication goal a mailing during the first week of September, 1970.

It is hoped that the pilot mailing will reach approximately 400 people, representing all predominantly or traditionally Black colleges and universities, major libraries with Black collections or substantive interest in this subject area, major organizations and associations, particularly those with referral and reference divisions, and selected government agencies and individuals.

Subscription rates, clerical and other costs will be outlined and discussed by the committee at the October meeting.

Among future considerations which need to be made are the following:

How often should the Association publish?

Who is our audience?

How is that audience best reached?

Do we want to stick to a newsletter format, or expand into another

kind of publication?

Should the publication contain advertising? . . . and what should be the rates?

Should the publication content be directed or limited to a particular class or user?

To what extent will/should the newsletter supplement/replace existing publications in the field?

Editorial responsibility and staffing will be determined in part by the publication, but must be considered.

In order to give members a brief idea of printing costs, the following are costs (rough) accrued by the RRIC newsletter and based on camera-ready copy:

| | | |
|---|---|---|
| 10,000 units | 4 pages | $150.00 |
| 10,000 units | 6 pages | 232.50 (we supply paper) |
| 10,000 units | 6 pages | 272.00 (they supply paper) |

These prices are based on photo work (for off-set), proofing, printing, and folding. Envelopes and postage are additional. For a 400 unit mailing it would run approximately $24.00 postage, first class, and somewhat less, bulk rate. There would not be a marked difference in costs whether 400 or 10,000 issues were printed since the extra copies would involve cost of paper only. The above quotations also include some color work. The publications committee will investigate alternate printing methods and various printers in order to peg costs at a lower level.

Please send your recommendations, suggestions, news item memos, and other correspondence to Jessie Smith, Fisk University Library, Fisk University, Nashville, Tennessee, 37203.

Respectfully submitted,

Walter Schatz (for the Publications Committee)
July 24, 1970

# A HANDBOOK
# FOR THE ORGANIZATION OF BLACK MATERIALS

by

Jean Elder Cazort

Assistant Librarian for Technical Services

Fisk University

Prepared for the Institute on the Selection
Organization and Use of Materials by and about the Negro

Nashville
1971

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1971

# INTRODUCTION

The intensified emphasis, both in our schools and in our national life, on Africa and on the black experience in American life, has brought about a greatly expanded publishing output of materials in support of this new thrust. Schools have instituted black studies programs with a resulting increase of library acquisitions to support these programs. The librarian, who is concerned with the organization of these materials, soon finds that provision for them within existing systems of classification and subject headings is limited. The periodical literature, one soon discovers, may be located in the periodical indexes only after an imaginative and circuitous approach. It is hoped that the information in this handbook will provide some help in the organization and retrieval of black materials, in that it has attempted to touch on most of the questions that one will raise in his work with these materials.

This handbook is the outgrowth of discussions of classification and cataloging at the Institute on the Selection, Organization, and Use of Materials by and about the Negro, held at Fisk University, June 15 to July 24, 1970. It is beamed primarily to college libraries using Library of Congress classification and subject headings, although there is some comparative discussion of the provisions of Dewey as compared with those of Library of Congress.

# CLASSIFICATION

## Black Materials: LC and DDC

Any discussion of classification and cataloging of materials by and about the Negro leads right away to two different discussions, depending on whether one is using Library of Congress or Dewey. But even before this branching takes place, one generalization can be made, and that is that neither classification system provides adequately for these materials. They both have a distinctly WASP bias, and the Library of Congress classification, of course, is geared to its own collection. Prior to the seventeenth edition of Dewey (DDC), there were even fewer possibilities for the classification of black materials, if that is possible. Using slavery as an example, the sixteenth edition of DDC provided only 326 for these materials; the seventeenth edition now refers us to 323.3 for the relation of state to slaves and to 301.4522 for the sociology of slavery. And 326.1 now has a bracket around it with the note, "class in 380.144"; 326.92, formerly biography of slaves, now has a bracket and the note: "Class biographies of persons associated with a specific subject in standard subdivision -092," which doesn't take us very far. A glace at the index under Negroes reveals that there is no provision for this as a subject beyond the listing of two subdivisions, one for ethnic groups and

and one for lingual regions.

Nor did Library of Congress offer a much wider choice. In the second edition of the E-F schedule, copyrighted in 1913 and reprinted without any additions and changes in 1958, it was pretty much E185 or nothing, and that consisted of one and a half pages with Negro spelled with a lower case "n." The third edition of the E-F schedule, with additions and changes to January, 1965, provides an expanded E185 of three pages, and an E441-453 of almost three and a half pages. In addition, Library of Congress cataloging policy has more and more been placing black materials within the subject area into which they fall. Biographies, too, are placed with the subject in which a person has distinguished himself, as is generally true in DDC. For example, Black ivory; or, The story of El Zubeir Pasha, slaver and sultan, as told by himself is assigned by Library of Congress the Dewey number of 962.4 (history of Sudan) and an L C number of DT108.15 (Sudan-history-biography); Folk songs of the American Negro is Dewey'd in 784.756 (other kinds of songs--Negroes) and LC'd in ML3556 (national music--Afro-American); The Negro in American national politics is Dewey'd in 320.9 (political situation and conditions) and LC'd in JK2275 (political parties).

Yet, in spite of the increasing practice of placing black materials with subject areas, the catch-all number is still widely used, both in LC and DDC, even when there would seem to be ample

basis for placing a title within a subject class. These catch-all numbers are,in LC, E185, and, in DDC, 301.45, and are the hall-closet of classification. E185 is concerned with Negroes as an element in the population, and deals with general works and history, status and development since emancipation (including religion, occupations, crime, other topics, and biography.) It provides a vast umbrella for any title that is not specifically provided for elsewhere throughout the schedules. In Dewey, 301.45 (nondominant groups) provides the same kind of cover. The scope note indicates that it includes prejudice, discrimination, segregation, integration; refugees and displaced persons. 301.451 provides for an ethnic breakdown of nondominant groups into indigenous and nonindigenous groups. 301.452 is a socioeconomic and religious grouping, with 301.4522 being its extension that one will often encounter with slave materials, as it provides for groups distinctive because of condition of servitude.

Interestingly, a single title can get mixed treatment from Library of Congress catalogers, as, for example, Paul Edwards' The southern urban Negro as a consumer. The DDC number assigned at Library of Congress is 330.9 (economic situation and conditions); the LC class number assigned is E185.6 (status and development since emancipation--general works.) Since there is ample provision for this subject in the H schedule, it would seem to be much more consistent to place it with other works dealing with consumption of goods.

Let us examine a subject which will figure heavily in any collection of black materials: slavery. In Dewey, as has been noted, it centers around 325: slavery and emancipation. Slave trade, formerly 326.1, has now been placed under commerce at 380.144. Most of the material will be classed in 326. The Library of Congress, in its subject headings list, gives the following, with call numbers, for the various facets of slavery:

Slave labor (HD4861-5)

Slave-trade (HT975-1445; U. S., E443, E446; International law, JX4447)

Slavery (HT851-1445)

Slavery--Emancipation (HT1025-1037)

Slavery--Justification (E449)

Slavery and the Church (HT910-921)

Slavery in the Bible (HT915)

Slavery in the U. S. (Political aspects, E338-440; Slavery and slavery movement, E441-453)

Slavery tends to fall into two clusters: HD and HT, and E441+. HD is economic history, and beginning with 4801 the subject is labor; at 4861, labor systems begins with slave labor a subdivision. HT provides further for some aspects of slavery: HT901 (economic aspects of slavery) is for general works only, with a note to prefer HD4861-4865, slave labor. HT905 deals with plantation management,

HT910 with religion and slavery, HT941 with the law of slavery. The institution of slavery is practiced in the U. S. falls in E441-453; slavery in other countries tends to go into H.

As an illustration of how materials on slavery tend to be classed, the following titles are representative of the range likely to be encountered within the general subject of slavery. Their class numbers, both LC and DDC, are listed in columns opposite the title.

| Title | LC | DC |
|---|---|---|
| The Emancipation Proclamation | E453 | 973.71 |
| The Under-ground railroad | E450 | 301.45 |
| Despotism in America, an inquiry into the nature, results, and legal basis of the slave-holding system in the United States | E449 | 301.45 |
| Autobiography of a female slave | E444 | 301.4522 |
| Slavery in South Carolina and the ex-slaves | E185.93 | 301.4522 |
| Freedom and slavery in the United States of America | E443 | 301.45 |
| Substance of the debate in the House of Commons... on a motion for the gradual abolition of slavery throughout the British dominions | HT1165 | 326 |
| An inquiry into the state of slavery amongst the Romans | HT863 | 301.45 |
| The abolitionists, together with personal memories of the struggle for human rights, 1830-1864 | E449 | 326 |

| Title | LC | DC |
|---|---|---|
| Acts of the anti-slavery apostles | E449 | 322 |
| Industrial slavery in the Old South | E441 | 301.45 |
| Slavery in Kentucky, 1792-1865 | E445 | 301.45 |
| Discussion on American slavery | E449 | 326 |
| An exposition of the African slave trade from the year 1840-1850, inclusive | HT1322 | 382.44 |

While one of the shortcomings of the Library of Congress classification is the lack of a general index, there is a rather general overview in the E-F index as to the general assignment of black materials, as it does make reference to locations outside the E-F schedules. Most of the subjects, though, still cluster around E185. Negro citizenship, education, folklore, suffrage, religion, protection and relief are to be found in schedules other than E-F, as are Negroes in medicine (R), civil service (JK), as a theme in art (N). Another point of access to classification numbers for black materials is through the subject heading list of the Library of Congress.

Partial Listing of LC Classification Numbers Pertaining to American Negroes Outside of the E185 Area

| | |
|---|---|
| BR563.N4 | History of Negro Christian churches |
| BV2783 | Missions to Negroes |
| D639.N4 | Negroes in World War I |
| D810.N4, etc. | Negores in World War II |
| E441-453 | Slavery in the United States |
| GR103-112 | Negro folklore |
| HS2259-2261 | Negro secret societies |
| HV3181-3185 | Welfare services for Negroes |
| JK1781-1783 | Negro citizenship |
| JK1923-1929 | Negro suffrage |
| KF4756-4757 | Civil rights for Negroes (Law) |
| KF4893 | Negro suffrage (Law) |
| LB2843.N4 | Salaries of Negro teachers |
| LC2801-2803 | Education of Negroes |
| LC2851-2853 | Individual Negro schools in the U. S. |
| M1670-1671 | Negro music |
| ML3556 | Literature on Negro music |
| N8232 | Negroes in art |
| N8356.N4 | Negroes as artists |
| PN6120.N4 | Negro drama |
| PS153.N3 | History of Negro authorship |
| PS508.N3 | Collected Negro literary works |
| RA448.5.N4 | Public health for Negroes |

Double Cutter Number for Black Materials

Library of Congress call numbers include double Cutter numbers when it is necessary and desirable to use them. These double Cutter numbers occur in various situations, and one of the most frequent is to indicate a subject or to sort out specific aspects of a larger subject and provide for their grouping together on the shelves. These topical Cutter numbers are now printed in the classification schedules, and immediately preceed the author Cutter number. For example, note how the following example is printed in the F schedule:

F 202.4 District of Columbia. Washington. Monuments. Statues. Memorials

.A1 General works
.B7 Braddock's Rock
.C7 Columbus Monument
.E6 Ericsson Monument
.G2 Garfield Statue

Such is the manner of Cuttering for Negroes under certain subjects, generally using .N4 or .N39 before the author Cutter number. This special subject Cutter number for black materials crops up on any class in which such subject grouping would be relevant. The Z schedule (Bibliography and Library Science) is particularly likely to have such provision for special subjects.

Some of these subjects for which a special Cutter number is provided for black materials are shown below:

Z6944 Periodicals and newspapers
Special topics, A-Z (for classes of periodicals not otherwise provided for under subjects)

.A6 Amateur journals
.C5 Children's periodicals
.L5 Little magazines
.N39 Negro newspapers
.W6 Women's periodicals

Example: Z6944.N39D5
Directory of U. S. Negro newspapers, magazines, and periodicals

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Z695 Cataloging. Subject headings
.A1 Bibliography
.A3-Z General works
.1 By subject, A-Z

.A25 Aeronautics
.A4 Agriculture
.C5 Chemistry
. . . . . .
.N4 The Negro
.O7 Oriental literature
.P3 Packaging
etc,

Thus, a subject heading list for use with black materials would be classed Z695.N4 and the Cutter number for the main entry added to it.

National bibliography. America. United States
Z1361 Special topics (not otherwise provided for), A-Z

| | | |
|---|---|---|
| e. g. | .C4 | Chinese in the United States |
| | .D3 | Danes in the United States |
| | . . . . . | |
| | .J2 | Japanese in the United States |
| | .M4 | Mexicans in the United States |
| | .N39 | Negroes |
| | | etc. |

Examples:

Z1361.N39B2
Baker, Augusta. Books about Negro life for children

Z1361.N39I53
Indiana University Libraries. Focus: black America bibliography series

Z1361.N39M5
Miller. The Negro in America: a bibliography

In the P schedule, PN1995.N4 provides for Negroes in films; PS508, (American literature. Collections. Special classes of authors,) provides for black writers by the addition of .N3. Thus, James Emanuel's Dark Symphony: Negro literature in America is classed PS508.N3E4. And so on throughout other schedules, the device of the double Cutter number is used to bring together special materials within a subject.

Negro Education

In the L schedule, the education of Negroes and its various facets appear as special aspects of education, from LC2701 to LC2913. This includes the usual rundown of periodicals, collections, societies, general works, general special, etc. There is elementary and higher education, division by country and by individual institutions. Of special interest to us here is the provision for individual black institutions, with Fisk, Howard, and Tuskegee assigned numbers by way of example. A working out of Table I for Fisk University appears below:

FISK UNIVERSITY LC 2851
.F47-56

| | |
|---|---|
| .F47 | Charter and founding |
| .F475 | College statutes, by-laws, etc. |
| | Administration |
| | General works. Official reports. |
| .F48 | Board of regents, trustees, etc. |
| .F49 | President (or head of the institution) |
| | Treasurer |
| | Registrar |
| .F492 | Other administrative reports |
| | Special |
| .F493 | Finance |
| .F494 | Endowment |
| .F495 | Appropriations and grants. By date. |
| .F497 | Bequests, donations, etc. |
| .F498 | Scholarships |
| .F499 | Policy and organization |
| | Catalogs, registers, bulletins, etc. |
| .F5 | Annual, semiannual, quarterly |
| .F5a | Announcements, circulars, etc. |
| .F5b | Directories |
| .F5d | Requirements for admission |
| .F5e | Entrance examinations, and accredited schools |

| | |
|---|---|
| .F5g | Curriculum |
| .F5ga | Syllabi (Collected) |
| .F5gb | Honors courses |
| .F5h | Graduate work and courses |
| .F5j | Degrees and honors |
| .F5k | Miscellaneous publications |
| | Biography |
| .F51 | Collective |
| | Presidents |
| | Faculty or faculties |
| | Alumni |
| .F51a | Directories |
| .F51b | General histories |
| .F51c | Obituary record |
| .F51d | General special |
| .F51f | General catalogs. Triennial, etc. |
| .F51g | Other catalogs |
| .F51k | By classes |
| | Individual |
| .F513 | Founders, benefactors, etc., A-Z |
| .F517 | Presidents, chronologically, by date of inauguration |
| .F518 | Other faculty members, A-Z |
| .F519 | Reminiscences |
| | History and description |
| | History (including early descriptions). |
| .F52 | General |
| | By period |
| | Early |
| | Recent |
| | Description |
| .F53 | General (including guidebooks) |
| .F533 | Views |
| .F534 | Dormitories, residence halls, etc. |
| .F538 | Individual buildings and places, A-Z |
| | Student life and customs |
| .F54 | General works |
| | Special |
| .F541 | Student societies and clubs |
| | Class days or events |
| .F542 | Freshman |
| .F543 | Sophomore |
| .F544 | Junior |
| .F545 | Senior |
| | Commencement |
| .F546 | General works |
| .F547 | Address. Orations. Sermons. By date |
| .F548 | Presidential inaugurations. By date. |
| .F549 | Other special days and events. By date. |

Thus, a history of Hampton Institute by Francis Greenwood Peabody turns out as LC2851.H32P3. Note the necessity to Cutter for the individual author if the institution is not the author.

The L schedule presents no special problems with regard to classification of black materials. A sizeable percentage of black titles will fall in the L schedule, and one can observe the shifting social picture as the Jeanes, Slater, and Rosenwald Fund publications give way to the integration battle, to urban classrooms and community control of education, the disadvantaged, and busing.

African Literature

This is an area that can be troublesome, not only in the light of change of status from colony to independent country, but also because LC has different ways of treating African literature. Most of the schedules have a provision for colonial literature and literature outside the country itself.

In the case of French literature, for instance, there is fully developed plan arranged by country, area, or region for French literature outside of France ("Outside of France" but within the confines of continental Europe, and "outside of France" meaning former colonies and other areas). Within the continent of Europe, all French literature is classified in PQ1-2686, but for authors outside of continental Europe, special tables are

devised with a place for individual authors.

French literature
Provincial, Local, Colonial, etc.
French literature outside of France
Colonies and countries other than European

| PQ | |
|---|---|
| 3940-3949 | West Indies (Table Ea) |
| 3950-3959 | South America, Mexico and Central America (Table Ea) |
| 3960-3979 | Asia (Table Da) |
| 3980-3989 | Africa (Table Ea) |
| 3990-3999 | Oceana (Table Ea) |

Thus, Anthony Cecil Brench's book, The novelists' inheritance in French Africa: writers from Senegal to Cameroon, is CLASSED PQ3984.

With English literature the arrangement is slightly different: there is provision for colonial literature at PR8300, but with the warning that "Here are classed literary history, collected biography and collections of the literature of ... Africa, and other colonial literature in English. The works and biography and criticism of individual authors are to be classified in PR1800 to 6076." In other words, individual authors who use English as their medium, whether they are colonial or whether they are within the boundaries of England or continental Europe, will be classed with the period of English literature in which they write, not in the local arrangement.

| | |
|---|---|
| PR | English literature outside of Great Britain<br>Special<br>Africa |
| 9798 | General works. History |
| 9799 | Collections |
| | Individual countries |
| 9800-9897 | Union of South Africa (Table B) |
| 9898 | Other A-Z (Table F) |
| | Individual authors, see PR1509-6049 |
| 9899 | Other, A-Z. (Table F) |

Examples:

PR9798
Tucker, Martin. Africa in modern literature; a survey of contemporary writing in English.

PR9798
Litto, Frederic. Plays from black Africa.

PR6066
Palangyo, Peter K. Dying in the sun.

Writing on the antiquities, ethnography, history, social life and customs, description and travel of African states is placed in DT (History. Africa).

Examples:

DT30
Evans, Lancelot. Emerging African nations and their leaders.

DT11
MacQueen, James. A geographical survey of Africa.

DT611
Laszlo, Andreas. Doctors, drums, and dances.

Examples of classification of black materials. Cover right columns. How would you classify each title? Library of Congress assigned numbers are in right-hand columns:

| Title | LC | DC |
|---|---|---|
| Beale Street,where the blues began | F444 | 917.6819 |
| Black power and the American myth | E185.61 | 322.4 |
| The vanguard; a photographic essay on the Black Panthers | E185.5 | 323.2 |
| Racial policies and practices of real estate brokers | HD7304 | 301.54 |
| By any means necessary; speeches, interviews, and a letter, by Malcolm X | E185.61 | 301.451 |
| Arthur Ashe, tennis champion | GV994 | 796.342 |
| Race mixture; studies in inter-marriage and miscegenation | GN237 | 301.42 |
| A history of Negro revolt | E185.61 | 909.09 |
| Teaching disadvantaged children in the preschool | LC4091 | 371.96 |
| Black drama; an anthology | PS634 | 812.5 |
| The omni-Americans; new perspectives on Black experience and American culture | E185 | 301.451 |
| Swing out; great Negro dance bands | ML3561 | 785.06 |
| Negro housing; report of the Committee on Negro Housing | E185.89 | 301.54 |
| The Black American; a documentary history | E185 | 973.09 |

Subject Headings

Depending upon the depth with which one analyzes his black collection, the Library of Congress subject heading list may or not be adequate. The present LC list has assimilated an earlier list of Negro subject headings by Frances Yocum of the Fisk Library, and has brought it up to date (by eliminating, for example, such archaic terms as "passing.")

The LC subject heading list was specifically created for indexing the Library's own very large universal book collection, and headings fit into an overall plan. In regard to headings for ethnic groups, a standard pattern has been evolved, in which all aspects of any group are treated consistently in the same manner. In-depth approaches to the study of Black Americans, as well as Black Studies programs, will encounter ingroup terminology which is not the same as LC terminology. One solution to this, if one wants the terminology to be the same, is to adapt the cards locally. Another possible solution is to bridge the gap by a system of appropriate cross-references. For example, for a request for material on the Black contribution, a "see" reference might be made to "U. S. --Civilization--Negro influences"; for Black education, a reference to "Negroes--Education." In many of these already standardized situations, LC has already provided the appropriate cross-references.

Some subjects are distinctive and specific enough to warrant their own establishment as subject headings in a black

collection, and one might do well to work out his own list, including such topics as Harlem Renaissance, Poor People's Campaign, March on Washington, etc.

Periodical Index Subject Headings

The problem of gaining access to black materials through periodical indexes becomes a highly imagainative guessing game, as each of the major indexes employs slightly different terminology. The list below was drawn up as subjects for which there were likely to be requests for information, and the subject headings under which material was found appear in the tables that follow.

Black power
Black experience
The poor
The disadvantaged
Minorities
Teaching disadvantaged
Black nationalism
Black studies
Emerging nations
African dress, food, holidays
Ghetto speech
Negritude

SOCIAL SCIENCE AND HUMANITIES INDEX

African Dress

This topic as a subject heading was not used. A main entry under "Costumes" had cross references to Diplomats, American--Costumes, Fashion, Clothing, Monasticism and Religious Order for Women--Habit, Dress ----- but no reference at all to African Dress, neither under Africa.

African Cooking

The main entry was "Cookery" with see also references to Dinners and Dining, Stores, but no such mention of the topic African Cooking under Africa's cross references.

African Holidays

Materials not listed under this topic. Holidays was used as a main entry which had no references to African holidays, but it did list see also topics of Christmas, vacations, and festivals.

Emerging Nations

Emerging Nations was not listed as a subject, but materials on the topic was found under Africa--Historiography, Nationalism--Africa, Pan-Africanism and Africa--Nationalism.

Black Experience not listed as a subject but material was sought under such subjects as the following:

Negro Children
Negro Nationalism - see Nationalism--Negro Race
Negro Race - see also Nationalism--Negro Race
Negro Students - see also College Students--Negro
Negro Teachers - see also College Teachers--Negro

NEGROES:
Civil Rights - see also Civil Rights Act of 1875; Negroes--Politics and Suffrage
Economic Conditions
Education - see also College Students--Negro; Segregation in Education
Employment - see also Trade Unions--Negro Membership
History - see also Slavery--U. S.
Occupations
Politics and Suffrage
Psychology
Race Identity
Relation to Africa
Segregation -- see also Segregation in Education; Segregation in Transportation
Social Conditions
Societies - see also Black Panther Party
Southern States
Tennessee

Negroes as Soldiers - see also European War, 1914-1918--Negroes
Negroes in Literature
Negroes in South Africa
Negroes in West Indies
Negroes in Trade Unions - see Trade Unions--Negro Membership

Black Nationalism

Negro Nationalism - see Nationalism--Negro Race
Black Nationalism - see Negroes--Nationalism, Negro Race--Nationalism

Black Power

None listed. Check Nationalism--Negro Race

Black Studies

African Studies
Afro-American Studies - see also Negroes--Relation to Africa

Note: Black is used as a subject heading only with proper names, i. e., Black Panther Party, Black Muslims. Negro and Negroes in various subdivisions are terms most commonly used. Afro-American is used only in reference to Black Studies. Negro and Negroes best place to look for extensive materials. Other headings such as Segregation, Housing, et al. may also have articles on Blacks in the areas. Subject headings from 66-70 haven't changed much. 1949-52 edition has similar subject headings--no Black, primarily Negro and Negroes; Afro-American Culture is also used as a subject heading.

Ghetto Speech

Nothing listed. Linguistics, used as subject heading, had no reference to Ghetto Speech.

Speech (1967-68 ed.) - see also Bi-lingualism
Communication
Language & Languages
Tones (Linguistics)
Verbal Behavior

Speech and Social Status - see also Language and Culture
Language and Society
Youth - Language

Negritude

See Nationalism--Negro Race
Nationalism--Negroes
See also Pan-Africanism
Black Panther Party

Minorities

with see also
Assimilation (Sociology)
Chinese--Foreign Countries
Majorities
Nationalism
Proportional Representation
Race Discrimination
Race Problems
Self-Determination, National

also
India--Minorities
Russia--Minorities
United States--Minorities
Yugoslavia--Minorities
United Nations--Subcommission on Prevention of Discrimination and Protection of Minorities

United States -- Minorities
see also
French Canadians in the United States
Germans in the United States, et al. in the United States

United States -- Race Question
see also
Hawaii--Race Question
Milwaukee--Race Question
Negroes
Riots--United States
United States--Minorities

Poor and Disadvantaged

Materials found under such topics as the following:

Child Welfare
Charities
Social Work
Church and Social Problems
Cities and Towns (Population Distribution)
Community (Sociology)

Poor and Disadvantaged (continued)

Community Life
Urban Renewal
Civic Improvement
Community Development
Community Life
Community Organization
Poor Law
Poverty
Public Welfare
Work Relief
Social Casework
Culture Conflicts
Discrimination in Housing
Employment
Man-Influence of Environment
Family
Family Social Work
Social History
Housing
Income
Guaranteed Annual Income
Labor and Laboring Classes
Minorities
Race Discrimination
Negro Families
Negroes--Economic Conditions
Negroes--Employment
Negroes--Housing
Negroes--Social Conditions
Puerto Ricans in the United States
Social Agencies
Social Change
Social Conditions
Social Organizations
Social Problems
Social Status
Social Values
Sociology--Urban
Welfare Economics
Woman, Employment
Teaching Disadvantaged Children
Guidance
Child Guidance
Child Study
Child Training

Poor and Disadvantaged (continued)

Children
Runaway Children
Youth
Children--Negro
Children's Attitudes
Church and Education
Class Size
College Students--Socio-Economic Status
Negro Race--Education
Underdeveloped Areas--Education
Educational Sociology
Education--Economic Aspects
Education--Vocational
Foster Day Care
Federal Aid to Education
Food Relief
Learning, Psychology of
Negroes--Education
Social Work with Delinquents and Criminals

P. A. I. S.

Black Power

This was not used before 1969 but could be found in the 1969 volume.

Black Experience

Nothing was found under this subject heading. Black Studies was not listed but information could be found under Afro-American Studies.

Conclusion was that before 1969 most information on Black subjects were found under Negro - or Negroes. In 1969 the term Black was initiated along with subject headings Negroes.

Emerging Nations

This term was found under (1) Nations, New, see also Public Administration - Nations, New; (2) Afro-Asian States, see also sub-heading Afro-Asian States under Russian-Economic Assistance Program. (All in 1966 volumes.)

The 1968 volumes carried the following: Developing countries. See Underdeveloped States as well as cross-references to various sociological development of the states, for example: Economic Development - underdeveloped states.

Ghetto Speech

Ghetto speech was not found. Such subject headings as Languages - Dialects - Speech yielded nothing.

Black Panther Party

Black Panther Party for self-defense was found in the 1968 volume.

Poor and Disadvantaged

Poor
Poor Peoples march on D. C.
Poverty
Class Struggle
Disadvantaged - in education
    Child welfare
    Negro children
    Children, research on
    Socially handicapped children
    Students socio-economic status
    Social status
    Social service
    Social conditions
    Social mobility
    Social participation
    Social problems
    Sociology - urban
    Sociology - rural
    Education
    U. S. Education (various educational programs)
    Negro education
    Church and social problems
Public Welfare
Income - guaranteed income
U. S. - Job Corps (EDA) etc.
Work relief
Family allowance
Community life - development
Negro housing
Urban renewal/conditions
Urbanization
Equality
Negro
Race relations

Negritude

Not listed as a subject heading in P. A. I. S.

Black Nationalism

Not a main entry in P. A. I. S. but a "see" reference was made to Black Nationalist Movement.

Minorities

Listed as a subject heading in P. A. I. S. There is also a "see also" reference to Negroes. "See also" references refer to information listed under these headings:

1. Negroes
2. Colored Persons
3. Non-whites

African Dress, African Food and African Holidays

These were not listed as subject headings nor could cross-references be found in relation to the above entries. This is due to the fact that P. A. I. S. is mainly an index to economic and Public Affairs and limits itself to these topics. (See the following chart.)

| TERMS | FOUND IN PAIS | NOT FOUND | CROSS REFERENCES |
|---|---|---|---|
| 1. Black Power | x 1969 | | |
| 2. Black Experience | | x | |
| 3. Black Studies | | x | See Afro-American Studies |
| 4. Ghetto Speech | | x | |
| 5. Emerging Nations | | x | Nations, New: Afro-Asian s<br>also subheadings |
| 6. Poor | x | | Poverty, class struggle, c<br>welfare, Negro children, |
| 7. Disadvantaged | x | | children, research on; soc<br>handicapped children, educ |
| 8. Teaching Disadvantaged | | | Negro education |
| 9. African Dress | | x | |
| 10. African Food | | x | |
| 11. African Holidays | | x | |
| 12. Negritude | | x | |
| 13. Minorities | x | | "see also" Negroes, colore<br>persons, non-whites |
| 14. Black Nationalism | | x | "see" Black Nationalist<br>Movement |

READERS' GUIDE TO PERIODICAL LITERATURE

African Cookery

Listed under Cookery, African

African Dress

Listed under

Clothing and dress
Costume. See also Fashion
Costume - Tanzania
Costume, Africa
Costume - Botswana

African Holidays

Celebrations. See also Festivals
Festivals - Senegal

Black Nationalism

See Nationalism - Negro
See also Black Power
Negro militants
Negro militants and churches
Negro student militants

Black Power

Used as subject heading
See also Negroes in the U. S.
Negroes in the U. S. - Civil rights
Negroes in the U. S. - Politics and suffrage
Race relations
Nationalism - Negro race

Black Experience

See Negroes
Negro schools
Negro youth
etc.

Black Studies

See Afro-American Studies

Black Panther Party

Used as subject heading

Earlier form (1967-1968):
Lowndes County (California) Freedom Organization
Black Panther Party for self-defense

Disadvantaged Children

See Socially handicapped children
See also Negro children
Negroes - Economic conditions
Negroes - Social conditions

Ghetto Speech

No entry. Information located under:
English language - Study and teaching
Negro dialect. See Negro - English dialect
Speech. See also Children - language
Speech education

Emerging Nations

Listed under:
States, new. See also Underdeveloped areas
Developing nations. See Underdeveloped areas

Minorities

Used as subject heading
See also Race discrimination
United Nations - Sub-commission on prevention of discrimination and protection of minorities
Intercultural education
Race discrimination

Poor

By country, city
Used as subject heading
See also Charities
Legal aid
Poverty
Public welfare
Slums
Anti-poverty program
Church and social problems

By state, with subhead Social conditions

Teaching Disadvantaged

Listed under:
Socially handicapped children
Teachers of socially handicapped children

Negritude

See Nationalism - Negro race

EDUCATION INDEX

African Cookery

No reference. The heading Cookery may be helpful in locating material.

African Dress

No reference. Costumes is used as a subject heading.

African Holidays

No reference. The heading Holidays may be helpful in locating material.

Black Power

Materials not listed under this topic. See reference, beginning with 1966-67 volume to Negroes in the U. S. -- Civil Rights.

Black Experience

No reference.

Black Nationalism

See reference to Negroes in the U. S. -- Nationalism

Black Studies

See reference, beginning with 1968-69 volume, to Afro-American Studies.

Disadvantaged

See reference to Culturally deprived; Culturally deprived children. Information also under Teaching methods; Teaching research

Ghetto Speech

Material located under Speech and social status. See reference from Negro dialect to English language -- dialects.

Minorities

Used as a heading. See also references to Assimilation (Sociology), Race problems, United States -- Minorities, Church work with minorities, Intergroup education.

Negritude

Not used.

Emerging Nations

No listing. Developing nations had a see reference to Underdeveloped areas.